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ABSTRACT

Northeastern Illinois University developed a student teaching program designed to prepare the student teacher to function in both an inner-city setting where children are less advantaged socioeconomically as well as in an outer-city setting where the children come from relatively higher socioeconomic backgrounds. The five major aspects of the program include cross assignment, group counseling, seminars, other backup experiences, and duality workshops. (Budget considerations, personnel information, evaluation material, and related program material are presented.) (MJM)

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ENTRY FOR

1972 DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM

"Duality in Society; Duality in Teacher Education"

submitted by:

NORTHEASTERN ILLINOIS UNIVERSITY

Chicago, Illinois

November 22, 1971

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SP005 860

The project "Duality in Society; Duality in Teacher Education" was initiated Winter, 1970 Trimester as a part of the student teaching program at Northeastern Illinois University. From its initial beginning in the Department of Elementary Education the program has expanded to include students from the Departments of Early Childhood, Secondary, and Special Education.

Essentially the project is an attempt to prepare the student teacher to function successfully in both an inner city setting where children are less advantaged socio-economically as well as in an outer city setting where the children come from relatively higher socio-economic backgrounds. The student teacher is encouraged to appreciate the fact that children, wherever they are, have similar behaviors and needs regardless of the degree of disadvantagement. Student teachers are encouraged to note the effects of poverty on the human individual and to seek ways to help, not only the individual, but society, improve the condition of the poor.

There are five major aspects of the program.

1. The Cross Assignment. One-half of the student teaching experience found students placed in schools socio-economically located in disadvantaged areas; the other half was spent in schools in socio-economically advantaged areas.

2. The "C" Group. (Group Counseling) Student teachers regularly met with the college counselors in small group sessions. Sessions were geared toward encouraging the student teacher to better understand himself and others in the educational environment.

3. The Seminar Content. Conducted by a team of college supervisors, seminars emphasized Human Relations, simulation exercises, multi-media presentations, team teaching, behavioral objectives, behavior modification,

were used.

4. Other Backup Experiences. Field experience tours of exemplary inner city, suburban, and outer city schools, meetings with various minority group leaders, etc., were included.

5. Duality Workshops. Cooperating teachers and administrators attended workshops with student teachers and university staff sharing concerns and ideas. Many cooperating teachers interchanged classes in order to gain multi-cultural experiences.

I. Title of Project:

"Duality in Society; Duality in Teacher Education"

II. Rationale for Duality

In recent years it has become increasingly apparent that the United States is a highly pluralistic society with many sub-cultures. This phenomena is even more pronounced in the nation's urban areas where one can find first and second generation European communities, and mixtures of Oriental groups. Contrary to common belief, the ethnic identification of each group has become stronger in recent years. As the Kerner Commission pointed out, in times of rapid social change and increasing violence, ethnic groups look toward their own cultures as sources of strength and stability. Previously impoverished ethnic groups have, as a consequence, shown an increased awareness of their nationalistic identities and histories. Slogans such as Black Power, Polish Power, and Italian Power have become common along with the proliferation of ethnic studies programs at the secondary and higher educational levels.

One result of this phenomena has been the problem of adequately preparing prospective teachers who must work with these various groups. How can prospective teachers best learn about these groups? What differences will ethnic background make in such areas as classroom discipline and lesson preparation? What cultural differences and patterns of thinking are relavant to motivating the student? Northeastern Illinois University, because of its urban location and its emphasis on teacher preparation, is in an extremely advantageous position to answer these questions, and had begun to do so through its project entitled "Duality in Society; Duality in Teacher Education".

What is duality in society? Possibly one of the most concise descriptions of this condition can be found in the following exerpt from an article by Charles E. Wilson entitled "The Case for Black Studies" the December, 1968 issue of Educational Leadership.

> "....(N.B. There is) a dual reality of this nation---- a nation which at one and the same time is the world's foremost "democracy" yet which from its birth possessed a consistent virulent strain of racism imbedded deep within her vitals. A nation with a verbalized creed of freedom but a history of domination, supression, compression, and repression of black and other nonwhite people." p.220

What is meant by duality in teacher education? This is an attempt to prepare the student teacher to function successfully in both an inner city setting where children are less advantaged socio-economically as well as in an outer city setting where the children come from relatively higher socio-economic backgrounds. The student teacher is encouraged to appreciate the fact that children, wherever they are, have similar behaviors and needs regardless of degree of disadvantagement. Student teachers are encouraged to note the effects of poverty on the human individual and to seek ways to help, not only the individual, but society improve the condition of the poor. Through concentration on increasing the student teachers understanding toward human relations, it is hoped that the detrimental effects of the duality that exists in our society will become evident. The human relations aspect of understanding persons of both the white and nonwhite races as fellow human beings is another essential aspect of this project. Our objective is not only to cause the student teacher to become aware of duality in our society but to cause him to shoulder the personal responsibility of correcting the situation through his treatment and instruction of children as well as through direct action in his adult life.

It is hoped that the student teacher will become exposed and sensitive to many kinds of duality ----

White - Non-white	Loved - Unloved
City - Suburb	Experienced - Inexperienced
Wealthy - Poor	Responsible - Irresponsible
Neglected - Cared For	Prejudiced - Fair, etc., etc.

Both the inner city setting and the outer city setting offer advantages and disadvantages to the teacher and to the student. It is hoped the student teacher will catch the excitement of teaching and learning that will expand his view of the profession and better equip him to become successful and fulfilled in his chosen profession.

III. Description of Project.

Beginning in January of 1970, on a strictly limited and experimental basis, the University began its program of "Duality". Operating on a voluntary basis, fifty-four student teachers were selected out of almost one hundred applicants to participate in this unique program for teacher education. Instead of being assigned to merely one school for the entire student teaching period, "Duality" students spent one-half of their time in an "advantaged" school of Chicago or the suburbs and the other half in a "disadvantaged" school in one of Chicago's black, spanish-speaking, or appalachian white neighborhoods. By actually teaching in such contrasting environments, the student teachers were able to gain first hand experience as to what methods of motivation, instruction, and discipline worked best in each respective environment. Of equal importance, the individuals were able to more fully realize the vast differences in physical conditions, life styles, mores, and attitudinal structures that exist between two areas of the state that were only a few miles apart. This of course, was exactly what the program set out to do. Even though

a great many of these prospective teachers may never teach in a "disadvantaged" school, it is felt they would be better teachers no matter where they teach because of this experience. When asked to explain an alternative life style, the teacher will be able to describe actual experiences to his students, rather than merely quoting a textbook. In addition to the actual classroom experience, the "Duality" students were also brought together in small group sessions with student teacher supervisors and counselors to exchange notes and relate their problems and accomplishments. These groups were referred to as "C" groups.

A. Cross Assignment: The student teachers were assigned to the initial school for the first eight (8) weeks of the trimester. The ninth week was devoted to field experience trips, visitations, extensive counseling sessions, group discussions, etc. These experiences were centered about a broadened perception of both "inner city" and suburban style of living and teaching.

During the last seven (7) weeks of the trimester, the student teachers were cross-assigned. Those in the "inner city" going to suburban schools and vice-versa.

B. Behavior Objectives: The Duality experience was structured about the use of behavioral objectives. It was felt that specific objectives would enhance the exposure that the student teachers had in two different socio-economic school settings.

The following examples of behavioral objectives under the concept of Duality were structured by the student teachers and the college supervisors. 1. Given a list of racial incidents and issues, you will be able to state the viewpoints of various leaders regarding these issues.

2. Given a semester of student teaching you will keep a list of prejudicial feelings and actions (your own, your students and others) that you observe. (Hopefully you will learn to recognize, understand and reject such feelings.)
3. Given a semester of student teaching, you will make a list of ten or more occasions in which you have seized, developed, created and elaborated on the theme of the contributions minority groups have made and do make to our society.
4. At the conclusion of your student teaching experience you will describe how you know you have made genuine friends with at least two children who were on different socio-economic levels.
5. At the conclusion of your student teaching experience, you will produce evidence that you helped at least two children on different socio-economic levels or racial backgrounds to achieve an objective they previously had not achieved. The procedure will include diagnosis, learning activities and evaluation.
6. Given a selected student, identified as deprived, you will develop activities to assist him to acquire an improved self-image (with regard to an ethnic or racial background).
7. Given a series of lessons to plan, you will incorporate techniques and methods used in seminar in those lessons.

8. Given 10 minutes you will list five or more reasons that you consider gratifying regarding teaching in inner city schools.
9. Given 15 minutes you will list the similarities between educating inner city youth and suburban youth.
10. Given a cross assignment you will successfully use an effective method or technique you learned in the original situation in the second situation.

C. The "C" Group: The specific purposes of the "C" group follows:

1. To allow student teachers to explore the meanings of their classroom experiences.
2. To analyze the psychological transactions that transpire between pupils and the student teacher.
3. To broaden the student teacher's understanding of herself/himself in relation to others in the educational environment.
4. To expose student teachers to more practical approaches to changing their behavior in light of modified attitudes of disadvantaged children.

The four college counselors met with groups of 12 to 13 student teachers in non-evaluative sessions, having the students make an honest effort to analyze their transactions with the children in their classrooms.

Weekly one hour sessions were devoted to "C" group and to an educational thrust specifically designed to assist our student teachers working with disadvantaged children.

The "C" group was under the direction of Dr. Donald Dinkmeyer, Professor of Education, DePaul University, Chicago, Illinois. Dr. Dinkmeyer acted as chief consultant in working closely with the Northeastern Illinois University supervisors and counselors.

D. Production of Protocol Materials: Through the leadership of the Urban Educational Leadership Development Project; an arm of the A.A.C.T.E.; the Duality project made a determined effort to produce a variety of protocol materials. These protocols were in the form of video-tapes, slides, still pictures and audio-tapes.

A bank of protocol materials has been produced for the use of the Northeastern faculty in the preparatory courses in professional education as well as in student teaching.

E. Field Experiences: Involvement in the community is encouraged through field experiences. A series of tours to allow the Duality students the opportunity to see exemplary schools in operation has been one of the more encouraging aspects of the program. Schools in the metropolitan Chicago area such as the Martin Luther King, Jr. Laboratory School in Evanston, Illinois; the Sol R.Crown Experimental School in Chicago; the Walt Disney open class School in Chicago and the Butterfield School in Libertyville give the student teachers first hand knowledge of successfully operating innovative schools.

A prized field experience has been the visit to the DuSable Museum of Black History and "The Wall" - a community art project on Chicago's southside emphasizing black pride.

IV. Objectives of Project.

The objectives of the project are as follows:

1. To focus on and emphasize the importance of human relations in education and to encourage student teachers to not recognize the need but to actually employ human relations principles as they function in the classroom.
2. To sensitize student teachers to the various types of teaching - learning situations and to understand children from various social, economic and ethnic backgrounds.
3. To structure the student teaching seminars in a way in which college supervisors present a model for student teachers in their use of modern methods of instruction, i.e. team teaching, production of protocol materials, simulation games, multi-media presentations, etc.
4. To give additional support to student teachers through the use of group counseling ("C" group) opportunities so that they can explore more freely their interactions with children in their role of student teacher.
5. To more actively involve cooperating teachers in evaluation techniques in student teaching.
6. To arouse concern and cooperation among cooperating teachers of widely diversified schools and the children and teachers outside the ordinary sphere of influence of a classroom teacher.

7. To encourage cooperating teachers to experience actual teaching situations different from their home school.
8. To acquaint cooperating teachers and administrators with new techniques in teaching-learning methods such as; the use of behavioral objectives in student teaching, behavior modification techniques, team teaching, and individualization of instruction.

IV. Evaluation.

Enclosed is the report "Duality in Student Teaching" evaluating the first two years of the project. It is submitted as a partial fulfillment of this area of the Northeastern entry. (See Appendix A)

Evaluation of the current project is essentially the same as in previous years plus the inclusion of three additional evaluative instruments. They are the [A] Minnesota Teacher Attitude Inventory (pre and post testing of control and experimental groups); [B] the Semantic Differential Technique; and the [C] Duality Questionnaire.

The Semantic Differential Technique [B], was adapted to the "C" groups by Miss Barbara Behrendt, Northeastern Illinois University counselor in the project. All counselors administered the instrument to their "C" group. The following summary explains how the program is being used.

The following proposal was designed to test the hypothesis that there will be changes in the meaning of each person's "self" and the meaning each person has for others as well as the meaning they have for him.

The general plan would be to have each group member rate himself (Concept "ME") at the beginning and at the end of the series to evaluate amount and direction of change in three dimensions Evaluative, Potency and Activity (Rate 1-7)

Additionally, each member will rate every other member after the first third of the series and after the last third of the series. These results could then provide information not only on how the member had changed in his own eyes but how he had changed in the eyes of the other members of the group. Also, were these changes, if they occurred, positive, negative or mixed? In other words did everybody see everybody else more positively as a result of the experience or were there some members who were seen more positively, some more negatively and some unchanged and how did the groups perception accord with the individual's self perception.

In addition, we could have each member rate not only "ME" but the IDEAL ME. Then discrepancy scores might give an indication of how far he was initially from his ideal and to what extent, in the course of his experience, he moved closer to that ideal. Also, but highly unlikely, does his ideal change in any significant respect as a result of the experience.

This particular approach, in addition to having its own norms built in, unlike most other standard instruments, would give suggestive and valuable clues on whether and how person perception was changed in the

course of the groups interaction.

Nine scales were taken as representative of three connotative factors of meaning isolated in factor analytic studies by Osgood[1]. The factors and the scales are as follows:

1. an evaluative factor represented by the valuable-worthless, clean-dirty, and tasty-distasteful scales; 2. a potency factor represented by the strong-weak, deep-shallow, large-small scales; and 3. an activity factor represented by the active-passive, fast-slow, and hot-cold scales.

The scales and their factor loadings as reported by Osgood[2] are as follows:

Scales	Evaluation	Activity	Potency
valuable-worthless	.79	.13	.04
clean-dirty	.82	.03	-.05
tasty-distasteful	.77	-.11	.05
fast-slow	.01	.70	.00
active-passive	.14	.59	.04
hot-cold	-.04	.46	-.06
large-small	.06	.34	.62
strong-weak	.19	.20	.62
deep-shallow	.27	.14	.46
tense-relaxed	-.55	.37	-.12

1 Osgood, C.E. The nature and measurement of meaning. Psychol. Bull., 1952, 49, 197-237.

2 Osgood, C.E., and Zella,L. A blind analysis of a case of multiple personalily using the semantic differential. J. abnormal. soc. Psychol., 1954, 49, 579-591.

The Duality Questionnaire [C] is an attempt to gather information on a long range basis from former student teachers about their job placement and, in retrospect, their responses to the Duality project. Enclosed is a copy of the questionnaire. (See Appendix B)

V. Personnel Involved.

The Northeastern Illinois University experiment in Duality received the endorsement of the Council of Chairmen of the College of Education, a body made up of all department chairmen and directors, headed by Dr. Eldridge E. Scales, Dean of the College of Education.

The Department of Elementary Education personnel involved in Duality follow: Drs. Greene, Lindman, Paden, Rader and Vogel.

Secondary Education staff are: Drs. Guysenir, Hawley and Lockwood and Messrs. Abell Haghighi and Hoffmann.

The Department of Early Childhood Education faculty are Mrs. Krueger and Mrs. McCarthy.

Mr. George Grimes, Director of Student Teaching at Northeastern, is the administrative head of the "Duality in Student Teaching" project.

The past three school terms have found one-hundred-fifty elementary majors, forty-six Early Childhood Education students, and twenty-two Secondary majors involved in the program.

The multi-media department of the university, headed by Dr. Charles Stamps, has been most cooperative in the production of protocols for the Duality program. Mr. Haushalter, Director of Television, Mr. Siehr, Audio-Visual coordinator, and their respective crews are continuing to contribute their expertise to the program.

The Department of Counseling Services, headed by university

Vice-president Howenstine and ably assisted by Dean Griff Pitts have allowed the college counselors Misses Behrendt and Hakkio and Messrs. Chiles and Torres to work closely with the student teaching supervisors in providing counseling for the "Duality" students.

Dr. Vic Dufour of the Psychology Department, Dr. William Itkin, Chairman, Department of Special Education, and Dr. Elizabeth Langley, Chairman, Department of Guidance and Counseling, have all assisted the Duality staff in structuring instruments for evaluation of the project.

VI. Budget.

The Duality budget for the school year 1970-71 amounted to $1,000.00. The expenditure covered consultant fees, purchase of materials on human relations, video-taping equipment, a staff visit to the University of Pittsburgh for a conference and workshops. The bulk of the budget was supplied by the Urban Educational Leadership Development Project of the A.A.C.T.E.

1971-72 budget allotments were set at $3,400.00 for conference travel, consultant fees, multi-media expenses, human relations materials, and workshops.

The requested budget for the school year 1972-73 is in the amount of $13,800.00 to compensate for the increase in students volunteering to have an experience in Duality.

The budgets for 1971-72 and 1972-73 are generated through the State of Illinois Board of Higher Education on the recommendation of the local Northeastern Committee on New Programs.

VII. Contributions to Teacher Education.

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

---

1 Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

2 Ibid., p.151.

The Duality project by the very nature of its structure encourages the student teacher to face the challenge of change while offering support in both cognitive and affective areas. Cooperating teachers as well as student teachers are encouraged to become actively involved in the improvement of education. A narrow view of the profession cannot be maintained in the face of widely diverse educational situations.

Upon cross assignment one of the Duality student teachers exclaimed in anguish, "There is no such thing as 'equal educational opportunity'!" This awakening, though painful, is most realistic. It is hoped that with the support of educational experiences offered in this project, this student and his peers as well, will become a change agent dealing effectively with the problems of our multi-cultural society.

APPENDIX A

A REPORT ON "DUALITY IN STUDENT TEACHING"

Submitted by:

Mr. George P. Grimes,
Director of Student Teaching

Mrs. Ethel Greene,
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TABLE OF CONTENTS

	Page
PREFACE	iii
INTRODUCTION	1
PRE-PROJECT PLANNING	1
THE PROGRAM IN DUALITY	4
OUTLINE OF THE PROJECT	8
DESCRIPTION OF THE PROJECT	12
SPECIAL EMPHASES OF THE PROGRAM	18
EVALUATION - OPINIONNAIRE	22
EVALUATION - BEHAVIORAL OBJECTIVES	27
FUTURE THRUSTS	41
APPENDIX A - Statements	43
APPENDIX B - Opinionnaire	45
APPENDIX C - Survey of Opinions About Culturally Disadvantaged Children	50
APPENDIX D - Student Teacher Response	56
APPENDIX E - Chicago Tribune Article	57
APPENDIX F - Reflections by Dr. Horton Southworth	58
APPENDIX G - Correspondence of Dr. David O'Gorman	61
APPENDIX H - The "C" Group: Focus on Self as Instrument, Dr. Donald Dinkmeyer	62

PREFACE

"Student teachers had not had any preparation and background in the area of heterogeneity in a school, in a classroom, social, racial, ethnic, or religious heterogeneity".

"Redesign these kinds of experiences as is going on with the "Duality" project at Northeastern Illinois".

"Your program is on the leading edge of teacher preparation".

The above comments are attributed to Dr. Gregory C. Coffin, former superintendent of schools in Evanston, Illinois - District #65 - at an address before administrators, cooperating teachers, and student teachers at the "Duality Recognition Breakfast and Workshop on February 25, 1970.

It is hoped these comments will set the tone for the following report.

INTRODUCTION

This report is prepared to offer a close examination of all aspects of the "Duality" project as conducted by the Office of the Director of Student Teaching at Northeastern Illinois State College.

The data included in this report represents the viewpoints of the project staff, the responses to an opinionairre by the student teachers, an attitudnal instrument on disadvantagement, personal testimonials, and through extensive examination of all pertinent materials prepared by the project staff for use in the project.

An effort has been made to make this report chronologically sequenced from initial activities beginning in November, 1969 through the present on-going activities (December, 1970).

An "interim report" was submitted after the first "Duality" project was completed in April, 1970 as a partial analysis of the first pilot project in the Winter, 1970 Trimester.

This more substantive report is the result of an exhaustive examination of all data pertinent to the "Duality" concept.

PRE-PROJECT PLANNING

The "Duality" project in student teaching is an outgrowth of an invitation by the American Association of Colleges for Teacher Education and the University of Pittsburgh to participate in the Urban Educational Leadership Development Project during the school years 1969-1970 and 1970-1971.

The Urban Educational Leadership Development Project is a cooperative effort to improve preparatory programs for teachers in urban schools. Jointly sponsored by the AACTE and the University

of Pittsburgh, the project represents a continuation of the Association's strong commitment to educational reform as well as a unique opportunity for an Association-University collaboration. The project is an outgrowth of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth[1], a two year study on preparing teachers of the disadvantaged. The Urban Educational Leadership Development Project represents an opportunity for exploring and testing many of the ideas contained in Teachers for the Real World, the final report of the institute and a comprehensive proposal for the reformation of teacher education.

The Urban Educational Leadership Development Project has two broad goals:

1. To help participating institutions to implement functional teacher preparation programs which are relevant to the needs of teachers in urban schools

2. To support and assist a representative group of financially limited institutions in their efforts to improve their teacher preparation programs

Specific project objectives include:

1. Implementing strategies based on the thrust of Teachers for the Real World

2. Establishing a network of institutions actively involved in a systematic effort to improve the preparation of personnel for urban schools

3. Encouraging an exchange of information and resources between institutions

4. Promoting the development and analysis of "protocol materials" which would be available to participating institutions and the teacher education community at large

5. Providing professional services which can be utilized to improve urban teacher preparation programs and teacher education in general

1. N.B.: At the time of the inception of the "Duality" project, the term "disadvantaged" or "disadvantagement" was in current usage in such projects conducted throughout the nation. The authors feel that although the terms are used throughout this report, they would subscribe to a more currently used term - "multi-cultural".

In the first year, 1969-1970, the Urban Educational Leadership Development Project was supervised by Dr. Paul Masoner, dean of the University of Pittsburgh's School of Education and President-Elect of the AACTE. Co-directors were Dr. Richard L. James, associate secretary, AACTE, and Dr. Horton Southworth, chairman of the Department of Elementary Education at the University of Pittsburgh.

Operationally, the project requires participating institutions to identify teams of decision-makers (deans of education, directors of teacher education, academic vice-presidents) who will act as "change agents" to implement the recommended changes on their campuses.

Northeastern's commitment to the AACTE project was an outgrowth of discussion in the Council of Chairman group and the forming of a local AACTE committee, comprised of representatives from each department in the College of Education, a representative of the College of Arts and Sciences, and two student representatives.

The network of institutions participating in the Urban Educational Leadership Development Project follow:

1. Albany State College, Albany, Georgia
2. Bishop College, Dallas, Texas
3. Boston State College, Boston, Massachusetts
4. California State College, California, Pennsylvania
5. Carlow College, Pittsburgh, Pennsylvania
6. Central State University, Wilberforce, Ohio
7. Clark College, Atlanta, Georgia
8. The College of Steubenville, Steubenville, Ohio
9. District of Columbia Teachers College, Washington, D.C.
10. Edinboro State College, Edinboro, Pennsylvania
11. Florida Agricultural and Mechanical University, Tallahassee, Florida
12. Jackson State College, Jackson, Mississippi
13. Kentucky State College, Frankfort, Kentucky
14. Morgan State College, Baltimore, Maryland
15. Newark State College, Union, New Jersey

16. North Carolina Agricultural and Technical State University, Greensboro, North Carolina
17. Northeastern Illinois State College, Chicago, Illinois
18. Shaw University, Raleigh, North Carolina
19. South Carolina State College, Orangeburg, South Carolina
20. State University College, Geneseo, New York
21. University of Detroit, Detroit, Michigan
22. West Virginia State College, Institute, West Virginia

THE PROGRAM IN DUALITY

In recent years it has become increasingly apparent that the United States is a highly pluralistic society with many sub-cultures. This phenomena is even more pronounced in the nation's urban areas where one can find first and second generation European communities, black areas, Puerto Rican neighborhoods, American Indian communities, and mixture of Oriental groups. Contrary to common belief, the ethnic identification of each group has become stronger in recent years. As the Kerner Commission pointed out, in times of rapid social change and increasing violence, ethnic groups look toward their own cultures as sources of strength and stability. Previously impoverished ethnic groups have, as a consequence, shown an increased awareness of their nationalistic identities and histories. Slogans such as Black Power, Polish Power, and Indian Power have become common along with the proliferation of ethnic studies programs at the secondary and higher educational levels.

One result of this phenomena has been the problem of adequately preparing prospective teachers who must work with these various groups. How can prospective teachers best learn about these groups? What differences will ethnic background make in such areas as classroom discipline and lesson preparation? What cultural differences and patterns of thinking are relevant to motivating the

student? Northeastern Illinois State College, because of its urban location and its emphasis on teacher preparation, is in an extremely advantageous position to answer these questions, and has begun to do so.

Beginning in January of 1970, on a strictly limited and experimental basis, the College began its program of "Duality". Operating on a voluntary basis, fifty-four student teachers were selected out of almost one hundred applicants to participate in this unique program for teacher education. Instead of being assigned to merely one school for the entire student teaching period, "Duality" students spent one-half of their time in an "advantaged" school of Chicago or the suburbs and the other half in a "disadvantaged" school in one of Chicago's black, Spanish-speaking, or Appalachian white neighborhoods. By actually teaching in such contrasting enviornments, the student teachers were able to gain first-hand experience as to what methods of motivation, instruction, and discipline worked best in each respective environment. Of equal importance, the individuals were able to more fully realize the vast differences in physical conditions, life styles, mores, and attitudinal structures that exist between two areas of the state that were only a few miles apart. This, of course, was exactly what the program set out to do. Even though a great many of these prospective teachers may never teach in a "disadvantaged" school, it is felt they would be better teachers no matter where they go because of this experience. When asked to explain an alternative life style, the teacher will be able to describe actual experiences to his students, rather than merely quoting a textbook. In addition to the actual classroom

experience, the "Duality" students were also brought together in small group sessions with student teacher supervisors and counselors to exchange notes and relate their problems and accomplishments. These groups were referred to as "C" groups. The American Association of Colleges for Teacher Education's Urban Educational Leadership Development Project became interested in the program's results and as a consequence, awarded the "Duality" project staff a $1,000 grant to promote this endeavor. Representatives of the College attended the AACTE meeting in Pittsburgh and, as a result, generated nation-wide interest in the program.

In the Winter, 1970 trimester, the following elementary school districts and schools participated in the "Duality" project as "advantaged" settings.

DISTRICT	SCHOOL	NISC STUDENT TEACHERS
Arlington Heights, District #25	Kensington Elementary	2
	North Elementary	1
	South Elementary	2
	Thomas Jr. High	1
Highland Park District #110	Braeside Elementary	1
Wilmette District #39	Harper Elementary	1
	Highcrest Elementary	1
	Locust Jr. High	2
	Logan Elementary	2
	Ramona Elementary	1
Chicago District #1	Peterson Elementary	2
	Sauganash Elementary	1
Chicago District #2	Jamieson Elementary	4
Chicago District #3	Hamilton Elementary	1
Chicago District #4	Bridge Elementary	1

Chicago District #5	Beaubien Elementary	2
Chicago District #7	Ogden Elementary	1
Chicago District #20	Deneen Elementary	1

Schools designated "disadvantaged" were:

Chicago District #4	May Elementary	1
Chicago District #6	Anderson Elementary	3
Chicago District #7	Wicker Park Elementary	2
Chicago District #8	Ericson Elementary	2
Chicago District #10	Hughes Elementary	3
Chicago District #11	Doolittle Elementary	2
	Drake Elementary	2
	Pershing Elementary	1
	Williams Elementary	1
Chicago District #12	Greene Elementary	1
Chicago District #24	Goudy Elementary	3
	Stewart Elementary	4
Chicago District #25	Orr Elementary	2

Disadvantaged schools were selected on the basis of having a large segment of a minority group enrolled. Black, Spanish-Speaking, Indian, Southern Appalachian White and Mexican children made up the complement of schools in this category.

OUTLINE OF THE PROJECT

The following outline indicates the structure of this project. This is essentially the same outline that was presented to and approved by the local College A.A.C.T.E. Committee, the New Programs Committee and the Urban Educational Leadership Development Project, operating under the direction of the A.A.C.T.E. and the University of Pittsburgh.

"DUALITY IN SOCIETY; DUALITY IN TEACHER PREPARATION"

I. Explanation of Terms

A. Duality in Society; Duality in Teacher Preparation:
What is duality in society? Possibly one of the most concise descriptions of this condition can be found in the following exerpt from an article by Charles E. Wilson entitled "The Case for Black Studies" in the December, 1968 issue of Educational Leadership.

> ".....(N.B. There is) a dual reality of this nation---a nation which at one and the same time is the world's foremost "democracy" yet which from its birth possessed a consistent virulent strain of racism imbedded deep within her vitals. A nation with a verbalized creed of freedom but a history of domination, supression, compression, and repression of black and other nonwhite people." p.220

What is meant by duality in teacher education?
This is an attempt to prepare the student teacher to function successfully in both an inner city setting where children are less advantaged socio-economically as well as in an outer city setting where the children come from relatively higher socio-economic backgrounds. The student teacher is encouraged to appreciate the fact that children, wherever they are, have similar behaviors and needs regardless of degree of disadvantagement. Student teacher are encouraged to note the effects of poverty on the human individual and to seek ways to help, not only the individual, but society improve the condition of the poor. Through concentration on increasing the student teachers understanding toward human relations, it is hoped that the detrimental effects of the duality that exists in our society will become evident. The human relations aspect of understanding persons of both the white and non-white races as fellow human beings is another essential aspect of this project. Our objective is not only to cause the student teacher to become aware of duality in our society but to cause him to shoulder the personal responsibility of correcting the situation through his treatment and instruction of children as well as through direct action in his adult life.

It is hoped that the student teacher will become exposed and sensitive to many kinds of duality-----

Whites-Nonwhites	Loved-Unloved
City-Suburb	Experienced-Inexperienced
Wealthy-Poor	Responsible-Irresponsible
Neglected-Cared For	Prejudiced-Fair etc., etc.

Both the inner city setting and the outer city setting offer advantages and disadvantages to the teacher and to the student. It is hoped the student teacher will catch the excitement of teaching and learning that will expand his view of the profession and better equip him to become successful and fulfilled in his chosen profession.

B. "C" Group

1. To allow student teachers to explore the meanings of their classroom experiences.

2. To analyze the psychological transactions that transpire between pupils and the student teacher.

3. To broaden the student teacher's understanding of herself/himself in relation to others in the educational enviornment.

4. To expose student teachers to more practical approaches to changing their behavior in light of modified attitudes of disadvantaged children.

* Seminar: a group dynamics approach under guidance of a counselor (twelve per group).

II. Purpose of the Project

A. To approach teacher preparation from the viewpoint of "Duality."

B. To sensitize student teachers in order that they may make a greater contribution toward the profession.

C. To structure the student teaching course and seminar whereby the college supervisor presents a model for student teachers.

D. To use team teaching techniques in seminar sessions.

E. To more actively involve cooperating teachers in evaluation techniques in student teaching.

F. To give additional support to student teachers in the everyday confrontations they experience in their classrooms in the from of group counseling opportunities.

G. To introduce behavior modification approaches in the classroom.

H. To allow cooperating teachers to experience teaching situations different from their home school.

III. Structure
  A. Student teachers will volunteer
    1. elementary (3-8)
    2. September-December, 1970 trimester
  B. Cross-assignment of student teachers
    1. eight (8) weeks in inner city school
    2. eight (8) weeks in suburban or outer city school
  C. "C" Group procedures to be utilized during term
  D. Video-taping of model lessons to utilized as protocol materials
    1. student teachers
    2. cooperating teachers
    3. counseling sessions
    4. other educational activities
  E. Field experiences
    1. "The Wall"
    2. DuSable Museum
    3. Arlington Heights Learning Center
    4. Martin Luther King Laboratory School
    5. other exemplary experiences
  F. Exchange visitation days
  G. Cooperating teacher workshops
  H. Independent projects

IV. Evaluation
  A. Student teacher
    1. Attitude inventory on disadvantagement
    2. Opinionnaire on Duality
    3. Achievement of behavioral objectives
    4. Personal interviews
    5. Workshop evaluation sessions

B. College supervisor
   1. evaluation of student teaching form

   2. student teacher performance

C. Other supportive personnel
   1. on going sessions between college counselors, college supervisors and "C" group consultant

   2. written evaluation by each of above at termination of project

DESCRIPTION OF THE PROJECT

In order to further clarify the project, the script of a program explaining it is included here.

This program was initially presented to The Conference of the Urban Educational Leadership Development Project held at the University of Pittsburgh in June, 1970. Presenting the program were Mr. George Grimes, Dr. Margaret Lindman, Mrs. Ethel Greene and Mr. Warren Haushalter of Northeastern Illinois State College.

The presentation included slides, excerpts of video tapes, protocol materials, and audio tapes to support statements made in the script.

The program was presented on subsequent occassions to explain the project to groups of interested college students, the faculty of the College of Education, administrators and cooperating teachers in public schools involved in the project.

SCRIPT

George Grimes - The project we initiated last year was entitled "Duality in Society; Duality in Teacher Preparation." The emphasis of the project is on human relations.

This project was piloted during the Winter Trimester, 1970. It involved 54 of our student teachers (elementary grades 3-8).

These students were all seniors at Northeastern, a commuter college located on Chicago's northwest side, having the unique distinction of being situated about 25 minutes from the inner city and about 25 minutes from the wealthiest suburban areas in the State of Illinois

As we structured this project, we attempted to take advantage of that fact. We also took into consideration the fact that presently our students do their student teaching for 16 weeks, half days only.

The purpose of the "Duality" project is to help our students get a broader understanding and appreciation for disadvantaged children, whether in the ghetto or the suburbs. We hoped our students would begin to feel comfortable in varied teaching environments and as one of their bulletin boards so aptly put it, to free them to "do their own thing!"

Equally important, we wanted to teach our prospective teachers to free youngsters to learn so that they too could "do their own thing", AND BE PROUD OF IT.

This project encouraged students to take a good look around them, at schools and communities; some of them rich; some of them poor; some of them bad; some of them good; some of them isolated; some of them overcrowded. It also required a closer cooperation between the student teacher, cooperating teachers, college supervisors and the counseling staff of the college.

Here are 4 aspects of the "Duality" program for consideration. They are (1) the cross assignment, (2) counseling or "C" groups, (3) seminar content and (4) other back-up experiences.

Ethel Greene - Our student teachers spent 8 weeks in their first assignment and 8 weeks in the second. As far as possible, they were paired so that When they switched, they stepped into the position occupied by another student teacher.

Those who were originally placed in the inner city went to the suburbs and vice versa. Dr. Lindman and Mrs. Greene supervised the students in both areas.

One of the most noticeable advantages noted (aside from the obvious ones in human relations) was in the opportunity the students had to make a "second beginning". By and large they had much better results in the second assignment, whether it was inner city or suburban. This indicated they profited from their previous experiences and were able to apply teaching techniques in a different situation.

If you will watch the TV now, we would like to show you two clippings---protocol materials we made! The first is an inner city classroom, a first assignment, the Hughes school in Chicago.

The second is a student teacher on a cross assignment in the wealthy suburb of Highland Park, Braeside School.

Margaret Lindman - The "C" groups consisted of 4 counselors and all of our student teachers. Each counselor met with 12-15 students 1 hour a week for eight sessions. The sessions offered the students an opportunity to express their anxieties about teaching without the fear of evaluation. Sessions were confidential. However, we supervisors did meet with the counselors and our consultant on a regular basis, to refine the program and exchange ideas.

Our consultant, on this aspect of the project, was child psychologist, Dr. Don Dinkmeyer, of DePaul University. (N.B. a description of the "C" group may be found on pages

Ehtel Greene - Our seminars were geared to (1) give information about human relations, with emphasis on racila issues and (2) to discuss effective methods for working with disadvantaged children.

Three basic texts were assigned:

1. The Autobiography of Malcolm X
2. Teachers and the Children of Poverty
3. Freedon to Learn by Carl Rogers

Other materials were also used.

We did find that our students were actually using information from the content in the seminars in their teaching lessons. Subsequently, we tried to stress rechniques that we felt would be particularly useful in working with the disadvantaged,such as behavior modification. Teachers who had successfully used these techniques visited our seminars and spoke to and with our students.

George Grimes - Other back-up experiences provided for our student teachers, were field trips to exemplary schools in both the inner city and suburban areas, visits to historical landmarks such as the site of the DuSable Home (DuSable was the first settler in Chicago. He was black.), the Museum of Black History, and "The Wall", (a community art project designed to inspire black pride).

There were workshops for cooperating teachers.

Many of the students developed independent projects, inter-school pen pals, clothing drives, "Help Save the Wall, Write Your Alderman" project and even a miniature "operation wingspread".

In our bank of "protocol" materials, a TV clip shows a student teacher conducting a group discussion with students of his out in Arlington Heights, plus some students from Dunbar High School in Chicago, a black school. He arranged this visit and discussion after he discovered that many of the white children in his class had never met a black person. The black students at Dunbar were delighted at the invitation because many of them had never seen a suburb. After the Arlington students visited at Dunbar in Chicago, the school system was so pleased with the project and the initiative of the student teacher, they gave it a featured place in their monthly newsletter for parents.

Margaret Lindman - One of the ways in which we evaluated the performance of our students, and encouraged them to self-evaluate, was by use of our mobile and portable TV equipment. We used these taped lessons as "protocols".

Evaluation of (1) the effect of the project as well as (2) effect on student teacher performance, was discussed on both an informal and formal basis at workshops held at the college.

We administered an Attitude Inventory, developed by Dr. William Itkin to both control and the experimental groups of student teachers, both before and after the project.

We also asked our student teachers to submit evidence to us indicating their degree of achievement of the behavioral objectives we set forth.

Objective #3 stated: "Given a semester in student teaching, you will make a list of 10 or more occasions in which you have siezed, developed, created and elaborated on the theme of the contributions minority groups have and do make in our society."

These were typical responses:

Showed film strips on black history or used films from the Anti-Defamation League.

Put up bulletin boards about the life of Martin Luther King.

Made field trips to places of interest to minority groups, such as the Black History Museum.

Wrote units on:

- Black Americans
- Minority Groups in our Country
- People are Fun, People are Different
- Indians Helped our Country Grow
- People Have Different Beliefs
- Mexican Americans, etc.

Books and stories about minorities read to and or discussed with classes were too numerous to mention.

Children wrote essays, poetry and discussed such things as "What I Would Do If....", "The Inner City", "Going Without", "What Others Feel", "Fear", "Friendship With Mankind", etc.

Would these lessons have occurred without our prompting? We don't know. We don't think so. During the first trimester of the regular student teaching program, we couldn't remember a single lesson slanted toward human relations. Naturally we were delighted when our student teachers demonstrated that they believed in the slogan on one of their own bulletin boards. It said - WE CAN'T WAIT TIL TOMORROW!

Finally, we gave our student teachers a questionnaire to answer regarding the project. They made the following suggestions about it for this year:

1. More counseling services

2. Longer counseling sessions

3. More materials on human relations

4. More opportunities for visitations at other schools

5. Pre-practice experiences

6. Longer term in each assignment

7. More TV taping

8. More planning and evaluation time set aside with cooperating teachers

9. More in-service for cooperating teachers on human relations

Responses as to the"value of the project" indicated that student teachers were eager to teach all children, that they did discover that children are children wherever they are. They discovered that children are eager to learn, (for the most part) children are eager to be involved.

As a result of the evaluation, the project is undergoing some changes, hopefully improvements.

We are enthusiastic about the project. We don't claim this to be the final answer. It is just a beginning! But, at least, it is a beginning! A very much needed beginning in student teaching.

SPECIAL EMPHASES OF THE PROGRAM

Although some of the unique features of the project were alluded to in the script presentation, a more definitive explanation of various facets of the program is warranted. The following sections describe various events and aspects of the program.

Orientation Session

An orientation session to introduce and explain the program to students was held December 8, 1970.

Those participating in the orientation session were Dean Eldridge Scales, School of Education, Vice Preisdent William Howenstine, Student Affairs, Mr. George Grimes, Director of Student Teaching, Dr. Margaret Lindman, Supervisor, Mrs. Ethel Greene, Supervisor, Mrs. Donna Raymer, Counselor, Mr. Richard Johnson, Counselor, Miss Barbara Behrendt, Counselor, Mrs. Marilyn Meisenheimer, former student and Miss Mary Hall, former student.

At the close of the meeting, interested students were encouraged to apply for the opportunity to participate in the project.

Approximately 78 students attended the meeting; 54 students participated in the project.

Special Seminar

A special seminar was held shortly after the beginning of the trimester. Mrs. Nina Jones, Superintendent of District #2, Chicago Public Schools, spoke on "Human Relations and Teaching." Mrs. Jones is one of the very few black women school superintendents who administrates in a mainly white middle class district in

Chicago. Her background and experience make her eminently well qualified to deal with this topic.

Materials:

The students were assigned some special readings as background material for the "Duality" concept, namely:

1. The Autobiography of Malcolm X
2. Freedom to Learn by Carl Rogers
3. A Letter From Birmingham Jail by Dr. Martin Luther King, Jr.

During the course of student teaching, the students were given materials which hopefully made them more aware and sensitive to the problems and needs of minorities and other disadvantaged groups. They were given such materials as:

1. An unpublished Black History Unit by Ethel Greene, et al.
2. A series of Life Educational Reprints entitled:
   a. A Seperate Path
   b. The Cycle of Despair
   c. The Mobilization of Black Strength
   d. Hard Reality of Freedom
   e. The Ghetto an Urban Dilemma
   f. The Negro Leadership
3. All pertinent materials from the Anti-Defamation League and the N.A.A.C.P.
4. Materials on multi-ethnic groups from the Human Relations Department of the Chicago Public Schools.
5. The following resource manuels developed by the Evanston Public Schools:
   a. "Black Power and Its Effect on Racial Interaction"
   b. "Common Prejudices of Negroes and Whites"
   c. "Discipline Standards In Intergrated Schools"
   d. "Family Background and School Achievement"

e. "Grouping Children In Intergrated Schools"

f. "Interpersonal Relations Among Students"

g. "Race and Intelligence"

6. Teachers and The Children of Poverty by Robert Coles

7. Thirty Six Children and The Open Classroom by Herbert Kohl

8. "The White American Psyche and Exploration of Racism", by Lloyd T. Delany

It was hoped that through the above readings, the student teachers would be able to understand the many issues both racially and socially that they must deal with as educators.

Workshops:

Workshops for cooperating teachers, administrators and student teachers were held.

The first one was a breakfast-seminar meeting. The purpose of the meeting was to acquaint cooperating teachers and administrators with the concepts of the project, acquaint them with useful classroom materilas and discuss evaluation of student teachers.

Speakers included Dr. Gregory C. Coffin, former Superintendent, Evanston Elementary School Distirct #65, who spoke on "The Heterogeneous Classroom"; Mrs. Sophie Black, Northeastern Illinois State College Curriculum Librarian, spoke on "Curriculum and Human Relations Materials"; Mr. Robert Ellis, proprietor of Ellis Book Store, made materilas on Black Studies available.

Mr. Michael Krowka, a cooperating teacher in the Kensington School, Arlington Heights, Illinois, and his student teacher, Mr. James Sosnowski, simulated a student teacher evaluation using an evaluation form new to Northeastern.

Cooperating teachers and administrators participated in "Buzz" sessions regarding various aspects of the project.

"An Evening of Recognition" was the second workshop held. As keynote speaker, Dr. Richard L. James, Associate Director of the American Association of Colleges for Teacher Education, addressed the group on "The Urban Educational Leadership Project."

Dr. Donald Dinkmeyer, Professor of Education, DePaul University, lectured on "The C Group and Teacher Education."

A panel of student teachers, Mr. Julius Gunter, Mrs. Sharrel Marton, Mr. James Sosnowski and Mr. Mark Reitman, discussed their experiences as student teachers in inner city and suburban schools.

The third workshop was also a dinner meeting. The keynote speaker was Dr. Horton Southworth, Chairman, Elementary Education Department, University of Pittsburgh, who spoke on "Duality; Looking Forward." The slide presentation, "Duality in Society; Duality in Teacher Preparation", was presented.

These workshops not only enlightened school personnel about the philosophy, direction and progress of the project, but established a rapport and esprit d' corps among all people involved in the project.

Materials distributed at these workshops may be found in the appendix.

OPINIONNAIRE

An opinionnaire was developed by the Director of Student Teaching, Mr. George Grimes. The opinionnaire was administered to the duality students toward the end of the student teaching period in both the January, 1970 and September, 1970 trimesters.

The students credited much of their success in student teaching to the fact that they were able to make a "second beginning". Most of the students indicated that they had greater success in their second assignment than in the first. They indicated that a course in pre-practice teaching would be helpful.

Several students who were not involved in the Duality Program asked to come into the program after the first few weeks of class. Three of the above students are, in fact, still working in the inner-city.

The duality team developed a follow-up questionnaire to be mailed out to two groups of student teachers; the January group for 1970 and the September group of 1970. A control group of student teachers were administered the same questionnaire. A comparison will be made on the responses of the two groups to certain human relations questions. There will also be a comparison of the number of students from the Duality Program who accepted inner-city teaching assignments and the number of students from the traditional program who accepted inner-city assignments. A sample of the opinionnaire will be found in Appendix B.

Question #I on the opinionnaire asked, "Did you accept a cross-assingment?" Thirty-five (35) of the fifty-four (54) student teachers in the January, 1970 "Duality" project accepted cross-assignments. All of the September, 1970 "Duality" students (forty-seven (47)), accepted a cross-assignment as a partial commitment to the project.

Responses to question #II suggested the following modifications:

A. more exposure to schools previous to student teaching,

B. more realistic approaches to methods of teaching in disadvantaged schools,

C. more field experience tours,

D. emphasis not only on black schools, but also other minority group situations, such as spanish-speaking, southern white, Indian, etc.,

E. more exposure to "C" group counseling sessions,

F. too much outside reading

G. two terms of student teaching, one in disadvantaged, one in advantaged area,

H. no changes,

I. more black student teachers in program.

The "C" group or "Awareness" group counseling sessions were most enthusiastically received. Student teachers saw these sessions as an opportunity to express their fears in a "give and take" setting. It was the feeling of a majority of the students that this alliance between college supervisors and the college counseling staff warrants expansion of the "C" group concept, specifically in student teaching and generally in the entire field of teacher preparation.

The students felt, by and large, that the video taping did not hinder their free expression of thought.

The question in the opinionnaire relating to realistic program scheduling (#IV) suggested that an eight week assignment in an inner-city situation and an eight week follow-up in a suburban or outer city school was, by far, more realistic than the ten week - six week schedule of the first term.

Other comments under question #IV that the "Duality" students felt, were that full day student teaching would greatly enhance the "Duality" experience.

Question #V asked for comments on the field experience tours. The "Duality" project students were greatly impressed by the experience of visiting the DuSable Museum and the "Wall" on Chicago's south side. A number of responses suggested that the follow-up of the tour to the "Wall", where the student teachers took it upon themselves to organize a "Save The Wall - Write Your Alderman" petition, was most gratifying.

The tour to the DuSable Museum had a positive effect in that two of the student teachers indicated they planned on taking their own pupils to the museum.

Item #VI - The Evaluation of Student Teaching form was received with less enthusiasm than other aspects of the project. Student teachers related that the feeling of the cooperating teachers and the principals was somewhat negative.

They reminded us that it was quite lengthy and some of the criteria being evaluated was not pertinent. Positive responses were offered regarding the section on Human Relations in the evaluative instrument utilized, however.

"How could your cooperating teacher have helped you this trimester?", was question #VII. Student teachers indicate that, in most cases, the cooperating teachers were most helpful. However, it was thought that in some cases, that the cooperating teachers could have offered more concrete suggestions to the student and also, that they might have given a finer sense of direction to the student teacher. Allowing the student teacher to be viewed "as a teacher" rather than "a student" was the response of one student.

In question #VIII, the students were asked to relate their first problem encountered in which they felt inadequatley prepared. Sixty-three per cent (63%) suggested that the Handling of Discipline was their first problem.

Classroom Organization and Management (8%), Finding Pupils' Level (11%), and No Pre-Practive Experience (13%), followed as areas of concern. Other responses were: "Acceptance by Cooperating Teacher"; "Fear of the Children"; and "Will the Kids Like Me".

Most student teachers felt they were adequately prepared to student teach at the time of this experiment, however, upon elaboration, it was obvious that the students involved in this project felt more exposure to teaching situation, such as in the area of human relations, was needed.

Comments such as, "we didn't know what these kids were all about", and " I didn't think they could learn, but now I know they can", may indicate their concern regarding human relations. Most responses to question #X indicate a need to look seriously at the general approach to teacher preparation as now offered.

Responses to questions IX, XI, XII, and XIII are interspersed throughout the entire opinionnaire, suggesting that the questions themselves may be somewhat redundant.

The last two questions, XIV and XV, are treated at the outset of this section of the report.

BEHAVIORAL OBJECTIVES IN DUALITY

At the close of the student teaching experience, student teachers were asked to react in writing to the ten (10) behavioral objectives of the course. Fifty-one (51) of the participants responded.

1. Given a list of racial incidents and issues, you will be able to state the viewpoints of various leaders regarding these issues.

2. Given a semester of student teaching you will keep a list of prejudicial feelings and actions (your own, your students, and those of others) that you observe. (Hopefully you will learn to recognize, understand and effectively deal with such feelings).

3. Given a semester of student teaching, you will make a list of ten or more occasions in which you seized, developed, created and elaborated on the theme of the contributions minority groups have and do make to our society.

4. At the conclusion of your student teaching experience you will describe how you made friends with at least two children in your classes from different socio-economic levels.

5. At the conclusion of your student teaching experience, you will produce evidence that you helped at least two children of different socio-economic levels of racial backgrounds to achieve an objective they previously had not mastered. The procedure will include diagnosis, learning activities, and evaluation.

6. Given a selected student, identified as deprived, you will develop activities to assist him to acquire an improved self-image.

7. Given a series of lessons to plan, you will incorporate techniques and methods demonstrated and/or discussed in seminar in those lessons.

8. Given 10 minutes, you will list five or more reasons that you consider teaching in inner-city schools a gratifying experience.

9. Given 15 minutes, you will list the similarities between educating inner-city youth and suburban youth.

10. Given a cross assignment, you will successfully employ in the second situation, effective method or technique used in the original situation.

I. GIVEN A LIST OF RACIAL INDICENTS AND ISSUES, YOU WILL BE ABLE TO STATE THE VIEWPOINTS OF VARIOUS LEADERS REGARDING THESE ISSUES:

This objective was the least well responded to by students.

An analysis of their replies indicates that of the 51 responses:

8 - no reply
7 - affirmative reply
29 - affirmative reply with evidence of having read the materials suggested for outside reading and those distributed in seminar sessions
7 - affirmative reply including evidence of exposure to courses in Black History (or related activities) as well as reading and participation in the project

---

51 Total

Student response referred not only to the reading materials distributed as informational sources, but also seminar discussions, "C" group encounters and actual in-school experiences.

Regarding in-school experiences, one student wrote:

> "Through the opportunity of being in two different schools, I have, through discussions with teachers and administrators, become aware of the viewpoints of various leaders in the local governments and educational leaders.
>
> Finally, my own motivation has been increased. Children in the classroom are becoming more involved and they require a teacher who is aware of what is happening."

They indicated that such materials did, in fact, aid in attitudinal change and foster greater understanding, as one student put it:

> "Many excellent articles and paperbacks were assigned to us for examining issues and viewpoints of various leaders, minority groups in society and the trials and tribulations of a white teacher in a ghetto school. To be frank and honest, this material first -- taught me <u>not</u> the viewpoints of various people, <u>not</u> the issues of oppression of the Blacks or other minority groups, but the background feelings of people who are supposed to be equal, share common love for a country which allows them to live in filth and poverty without adequate food and clothing. During the summertime, I read <u>Malcolm X</u>, a book which I could not put down - not because I enjoyed what I read, but because for a short time I could feel and even visualize what his life was like out on the streets of Harlem. The book <u>36 Children</u> reassured my belief about how many things in our educational system need <u>change</u>. I believe the magazine called <u>And</u> was very creative - even with all the spelling and punctuation errors. It was sort of like Goudy's Camp Hastings Newspaper -- where uptown experienced nature and wrote about it in their own ungrammatical way. Through the educational Life Magazine reprints, I learned about what the word "freedom" meant to an ex-slave

> exploited during Reconstruction; the fight to establish the negro in politics and young hope in the New West. The best reprints were the Cycle of Despair and the Ghetto which actually showed me what I could not envision on our field trip -- life in a rundown apartment -- where it is difficult to keep the faith -- how "racism" is a national problem -- fostered by man's ignorance of other human beings, feelings, ideals and beliefs."

A second summed it up thusly:

> "What have I derived from what I have read? Most important, that traditional educational methods will not be useful in the inner-city. The people have their own values which must be respected by a teacher. It's very important for a teacher to help the child improve his own self-image and a respect in their own work and ideals. That it is the teachers job to try to make school and learning interesting to his students, and that students have the opportunity to work at their own level and that their work is encouraged. The teacher and students should develop their own purposes of education and that there are methods that a concerned teacher can use to involve the students in the inner-city."

It is interesting to note that six (6) of the seven (7) students who had taken other courses in Black History (or related areas) managed to fit a unit on the topic into their student teaching experience. Nineteen (19) of the 29 reporting in class and outside reading, developed such units. Of the affirmative group (7), two developed units. One of the eight (8) "no reply" group had such a unit.

Although 49 of the 51 students reported presenting lessons on human relations, it is interesting to note that the most number of instructional units were presented by those that reported additional experiences and more outside reading in this area.

The large number of students that confined their reporting to readings assigned and other experiences offered to them by us was disconcerting. It may be that they were either unresponsive to prior exposure or assumed they were not to discuss experiences outside the confines of the course. It appears that they have received very little prior preparation in this area. Preliminary background information was often cursory at best.

The eight (8) students that made no reply seemed to be at a loss as to what to do with this objective and discounted it. It is admitted that the objective and/or the manner of responding to it as stated, may have prevented some students to responding to it fully.

II. GIVEN A SEMESTER OF STUDENT TEACHING YOU WILL KEEP A LIST OF PREJUDICIAL FEELINGS AND ACTIONS (YOUR OWN, YOUR STUDENTS AND OTHERS) THAT YOU OBSERVE. (HOPEFULLY YOU WILL LEARN TO RECOGNIZE, UNDERSTAND AND REJECT SUCH FEELINGS).

All of the 5 responses included a list of prejudicial feelings:

28 - responses were mainly discriptive of student atticiudes and feelings.
16 - responses described faculty and adminstration responses (in the main)
7 - of the responses were discriptive of the attitudes and feelings of the student teacher himself.

51 TOTAL

Prejudicial feelings seemed to be most common in name calling and related activities and "incidents" among and between children taught by student teachers. They encountered such terms as "honky", "white pig", "Polack", "blackie", "nigger", "black gorilla", "hill-billies", "arkies" and "P.R." (Puerto Rican).

One student teacher had the following among the items on her list:

> "Puerto Rican children teasing Cuban refugees with shouts and graffiti proclaiming "P.R. Power" and "P.R. the greatest"; rejected use of a history of math filmstrip because one sequence depreciated the intelligence of American Indians as a cultural group; oriental history and accomplishments are conspicuous by their absense in world history and civilization texts; a black teacher was criticized by students for her statement describing a fellow teacher of American Indian background as being so attractive or beautiful you'd never know from her features she's Indian."

Student teachers also felt prejudice played a part in determining which children were picked for teams by other children, which were most popular, and who was selected as a leader. Accusations also reflected prejudicial feelings on the part of children, "He stole it", "He hurt me", "He smells", "He's not fair" - were common evidence of anger.

Many of the students reported that faculty members whom they encountered advised them not to go into the inner city to teach where it was "unsafe". A reverse position was noted when inner city teachers would comment to the effect that it is remarkable for a student teacher to do well in an inner city school.

Reaction by faculty to the black supervisor on the team was noted by several student teachers, to be initially negative.

"Those kids don't want to learn - they're savages" was a direct comment made by both inner and outer city teachers and was recorded by four student teachers.

The celebration of Martin Luther King's birthday was treated in the following manner:

> "I had planned a special lesson for the day with my teacher's hearty approval. In the teachers' lounge before school, many teachers were laughing at the idea of an assembly to honor him. None of them were going to recognize this day, and they thought it was a foolish idea to do so. In a way I showed a prejudice also, because I did not speak out against them."

Three student teachers stated that they felt they were completely free of prejudice. It is difficult to imagine anyone being free of prejudice; more possibly, they may be insensitive to it. The majority avoided discussing prejudices they personally may hold. To expect more"openness" would be somewhat unrealistic in light of the student teaching situation (including grading et al).

In a number of cases comments did, in fact, center on the prejudices of the individual. Student teachers reported prejudices against students for personal attributes as "odor", "lack of alertness", "disinterest in studies", "misbehavior", etc. A few student teachers noted that they had to overcome feelings of resentment towards faculty members and children of another race.

Several student teachers pointed out that their prejudices originated from preconceived ideas. One student pointed out that:

> "Another prejudice I would have to guard against is expecting the students to be the kind of student I was."

The following is an exerpt from one student teacher's list of prejudicial feelings:

1. Once in awhile a feeling crawling up inside me saying, "these students can't learn".

2. "Suburban kids are Snobs". I've heard this several times and I feel this to a degree.

3. "Ah, that's all you can expect from these students considering their background."

4. "Oh, you shouldn't do that!" (forcing our values unto others without realizing and trying to understand their values.)

5. "Blacks are just plain lazy, all they do is just sit around and talk."

6. "I'm not prejudiced against Black people or anyone, however, I wouldn't want <u>them</u> to live next door to me."

7. Sometimes (too often in my opinion) calling on the bright students and ignoring the slow students in class.

8. "I'm the teacher and I'm here to teach. You, the students, are here to learn, listen and obey me. (Perhaps one day they will be equal to each other)."

9. The Black students will always be put at the end of the line or in the back seats of the room.

10. "Oh, those students never listen to me - they're so snotty, they think they're IT!"

11. "Those students couldn't do anything, anyway!"

12. Changing yourself always to please the other person (Prejudice against yourself and others).

13. Discounting, putting aside, judging the entire white, black, red, yellow societies from the views, experiences of a few or many.

III. GIVEN A SEMESTER OF STUDENT TEACHING, YOU WILL MAKE A LIST OF TEN OR MORE OCCASIONS IN WHICH YOU HAVE SEIZED, DEVELOPED, CREATED AND ELABORATED ON THE THEME OF THE CONTRIBUTIONS MINORITY GROUPS HAVE AND DO MAKE TO OUR SOCIETY:

Of the 51 student teachers reporting all reported teaching or incorporating the contributions of minority groups in at least ten lessons or classroom situations. Many reported as developing as many as thirty lessons or similar situations. Forty-four units on some aspects of Human Relations were taught. Forty-six student teachers developed bulletin boards on some aspect of the same subject. Nineteen arranged field trips and experiences for their classes related to this area. (Many of the trips were very similar to the trips we took with the student teachers).

Twelve student teachers arranged visits of their "cross assignment class" to their previous schools. One conducted a clothing drive and five others started "pen pal letters" between schools. One student organized a miniature "Operation Wingspread" between his suburban school and an inner city school in Chicago. This session was video-taped.

The following is a typical list of occasions. Some of them may seem somewhat superficial, however, we feel that they indicate that the students did take specific steps toward giving direct instructions in this area.

a. The life and work of George Washington Carver was stressed during the unit on "Plants".
b. The contributions made by the Indian tribes and peoples to the French fur traders and early settlers was stressed during the Unit on "Chicago, our Early History".
c. The courage and determination of DuSable in founding the first home and settlement in the Chicago area was stressed.
d. Discussion was held about the European immigrant groups who came to early Chicago, the part of the city they settled and their culture and contribution.
e. Discussion was held in Eighth grade reading class about immigrant Swedish families and how they were thrifty and saved their money and opened a bank deposit. This was bringing out the moral of the story.
f. Discussion was held regarding the contributions made by the Southern Appalachian people and their customs and what we can learn from them.
g. A farm boy in a small rural community and how he was such a successful athlete was discussed after reading a story in the eighth grade Reading class.
h. The life and work of Martin Luther King was reviewed by records of his speeches, class members composing poems, while others did a chronology of his life and works.
i. An assembly was held honoring Dr. Martin Luther King and pointing out his contributions and life. This was discussed before hand.
j. During third grade reading class about people of other lands, India's customs and contributions to our society were stressed and their particular culture and religion so indicated.
k. Visited a Japanese store and restaurant. Discussed Japanese culture.

IV. AT THE CONCLUSION OF YOUR STUDENT TEACHING EXPERIENCE YOU WILL DESCRIBE HOW YOU KNOW YOU HAVE MADE GENUINE FRIENDS WITH AT LEAST TWO CHILDREN WHO WERE ON DIFFERENT SOCIO-ECONOMIC LEVELS.

One student expressed the task as such:

"As Gibran has said in the Prophet: "You do not seek friends with time to waste or kill, rather with time to share - to live." I feel completely comfortable with this beautiful statement. We (students and myself) would share experienceful moments of joy, peace, anger, conflicts, sadness - we share and live. Friendship can be the golden thread that ties the hearts of all the world."

Nearly all students felt they had achieved this objective - at least to some degree. Only one student reported failure in this area:

"I do not think I have developed a friendship with any student. I do not feel my position as a teacher should be one of genuine friends. A teacher should not be a student's friend. A teacher should be friendly with students but not friends."

The other student teachers reflected a much more open attitude.

An example of friendships follows:

> "In my eighth grade class I think I got to be genuine friends with "Cindy". She was from an inner-city section of Chicago and lived with her grandmother because her parents were seperated. She was 2 years behind other students of her age in school. She was sixteen. Maybe in me she saw someone who was old enough to admire and respect but not too old to talk to. She wanted to know if I was going to stay because there were so many substitute teachers passing through her school experience. She always comes to me now asking questions about grooming, and what would you do if...?-then she inquires about her romantic life. She has no other woman to really talk to that I can see but her grandmother who she views as too "old-fashioned". She has taken my advice on many occasions and we have had talks in which I have tried to encourage her to come to decisions for herself by reasoning things out.

And...

> I made friends with a little girl, who at first I could hardly tolerate. She was a very outspoken girl. She was rude, disobedient and totally obnoxious. When I mentioned her name to another teacher the teacher immediately replied "Oh, loudmouth is in your class."
> One day we had a nice run-in. She started talking out loud (across the room) to one of her friends in the middle of my lesson. I told her to be quiet and pay attention. She immediately began to argue. In her argument she informed me to be nice to her, for if I wanted any political gain, Elrod was her uncle. I ignored her. She called my attention to her language. I simply went on with the lesson. This killed her. She wanted my attention. After class, she said she was sure I hated her. I assured her that I didn't. She spoke when I did and it was useless to continue. She decided to do as she pleased. So did I, when she didn't listen and then needed help I didn't come through.
> After a couple of days of being ignored by me (as well as some of the class) she decided to cooperate. She apologized for her rudeness and assured me she wouldn't be a troublemaker. I reinforced her goodness as often as possible. I let her pass out papers, make letters for a bulletin board, and put her on committees. She became my friend. After that she came to me with problems. She started doing her work, and her attitude improved. When assigning reading parts for Macbeth (whenever possible) I gave "X" a part. She was a real ham and she enjoyed it. Anyday I expected a major explosion, it happened. She had an argument with some girls in class. She was ostricized from them. She bagan to get loud and disagreeable. We discussed her problem and decided what steps she would have to take. I guided her thinking, I felt it was to easy to come out and say do this and this and they will like you again. She, herself, had to

realize her flaws. When everyone had said I'm sorry she came to me and thanked me. From then on "x" and I became friends. She made me a necklace of lovebeads to show her appreciation. She was easier to work with. The class liked her better. She had settled down a bit, but there is still room for improvement. She was making headway. She came to me with problems; she likes to run things and wants her way most of the time. Her home life isn't the greatest. She needs someone to help her along. She started making some progress while I was at the school. On my return trips, I noticed "x" is being more independent. She is still loud and still likes to get her way, but she is improving.

V. AT THE CONCLUSION OF YOUR STUDENT TEACHING EXPERIENCE, YOU WILL PRODUCE EVIDENCE THAT YOU HELPED AT LEAST TWO CHILDREN ON DIFFERENT SOCIO-ECONOMIC LEVELS OR RACIAL BACKGROUNDS TO ACHIEVE AN OBJECTIVE THEY PREVIOUSLY HAD NOT ACHIEVED. THE PROCEDURE WILL INCLUDE DIAGNOSIS, LEARNING ACTIVITIES, AND EVALUATION.

Of the 51 student teachers reporting 26 relied on written descriptive evaluation as evidence of achievement of this objective. Twenty-three submitted lesson plans, work sheets, test scores, etc. as evidence. Two merely stated that they had achieved it.

It appeared that many of the students confused objective #5 with objective #4. It could be that at this point they are still somewhat uncertain about diagnosis etc., or they may be more attuned to diagnosing "attitudinal problems than skill problems."

VI. GIVEN A SELECTED STUDENT, IDENTIFIED AS DEPRIVED, YOU WILL DEVELOP ACTIVITIES TO ASSIST HIM TO ACQUIRE AN IMPROVED SELF-IMAGE (WITH REGARD TO AN ETHNIC OR RACIAL BACKGROUND).

Almost all student teachers reported that they used techniques of positive reinforcement with their students. Thirty seven of the fifty one reported that they had used some techniques of group processes "Awareness" techniques were used by 11 student teachers. Individual conferences were employed by 21. Student teachers (2) used video tape as a self image improver and also (4) used individual photos as a stimulation.

VII. GIVEN A SERIES OF LESSONS TO PLAN, YOU WILL INCORPORATE TECHNIQUES AND METHODS USED IN SEMINAR IN THOSE LESSONS:

There was no technique, device material, or method that was used in seminar that was not used by at least one student teacher somewhere! On a number of occasions, student teachers would bring in their material to share with the class with the expectation that the material would be embraced. Most of the time this was true.

Three students reported that they were uneasy in this situation. During direct interviews it appeared that they were disconcerted because they had to interact with two instructors and were expected to be more "open" than in other courses.

VIII. GIVEN 10 MINUTES YOU WILL LIST FIVE OR MORE REASONS THAT YOU CONSIDER GRATIFYING REGARDING TEACHING IN INNER-CITY SCHOOLS:

This was an easy objective, evidentally - all 51 replied to it. Responses seemed to fall largely into the esoteric area but almost all contained some of the practicalities of life - as does the following:

"Five reason I consider it gratifying to teach in Inner-City Schools:

1. The children so obviously enjoy anything that you do that is a little different.

2. The children so obviously need help that one feels very needed there.

3. The children seem almost without conceit and do not expect you to be interested in everything they do so that when you do appear interested they seem very pleased.

4. When given an assignment most of the children go to work right away with little or no complaining.

5. In the Inner-City Schools you realize that it is up to you to help the children discover many of the facts they need to know. They will learn a great deal outside of school, but you are the one that must develop a taste for books.

IX. GIVEN 15 MINUTES YOU WILL LIST THE SIMILARITIES BETWEEN EDUCATING INNER-CITY YOUTH AND SUBURBAN YOUTH:

> "The children of the inner-city and suburban schools are very similar. They are all children in the first instance and as children they all have certain needs. All children need the love and respect of their parents, their peers, and their teachers. Children must be respected as human beings and not be treated as a group of little animals that must be kept at bay.
>
> Children in both types of schools should be given activities that interest them and are relevant to their everyday lives. Neither group of children will have much interest in learning things that have no meaning for them.
>
> Basic facts that need to be taught are the same. Suburban Children often speak English more clearly in the accepted manner simply because their parents do, but all children have to learn some rules about grammar and rules for punctuation.
>
> There are many differences between suburban children and inner-city children, but it is dangerous to generalize too much about the differences. Children are children regardless."

The preceding statement summarizes much of what was expressed by the respondents to the objective. Interestingly enough, only four student teachers expressed a strong affinity for one group of children over another. The majority expressed the observation that "children are children". Hopefully they relied more on their own observations than our direct instruction.

X. GIVEN A CROSS ASSIGNMENT YOU WILL SUCCESSFULLY USE AN EFFECTIVE METHOD OR TECHNIQUE YOU LEARNED IN THE ORIGINAL SITUATION IN THE SECOND SITUATION:

9 - reported no opportunity for carry over
7 - re-taught a unit taught in their initial school
3 - no report
32 - reported use of at least one lesson, method,material etc. of these (9) borrowed materials from original school for demonstration and use in a lesson or a series of lessons

---

51 TOTAL

The following are examples of lessons and techniques used:

"At the first school I used filmstrips and records to motivate the class. At the second school, I found filmstrips to be good, but most of the class couldn't read them. I learned that games and reinforcement were working elements to motivate the class.

We had role-playing at the first school. It was easier there because I think that these children came into contact with many varities of roles.

At the second school, role-playing was fun, but they were more inhibited and their roles and acquaintances are limited.

In the first school - 205 - grade 3, I was much more dramatic and I had to have activities which involved the class more. At the second school, I found that letting the class participate in activities was successful. For example, we wanted a three syllable word (from spelling list) and underline the accented syllable.

PRESIDENT. Instead of saying it, I let them come to the board, write it and underline it. They love to write on the board and this keeps their attention. I cite the problem and then a name. By giving the name last, everyone must look for the answer.

I found that they like to be involved when discussing the Indians and settlers fighting. We pretended to be settlers and Indians. They had to explain why they were angry at each other, how and why they fought. They enjoyed that, but it took some probing to get them to think."

Another suggestion was:

"A technique which I used successfully in both assignments (1st and 2nd) was to use the child's name as motivation. I used the children's names in teaching rhythmic patterns in the music unit and for teaching singular possessive form in spelling."

Others were:

"At the original school I used a mthod suggested by the co-operating teacher. It consisted of a small group of students making a chalk mural of the sights of Europe. I tried the method in my PZ class and they enjoyed it very much. The topic was Spring."

"Since discipline was a great problem in the first situation, dealing with these problems gave me great insight as to the various methods which can be used for the different situations. This helped me greatly in the 2nd situation. While there was no particular discipline problem, I was able to handle those which had occured very effectively, especially with regard to the positive reinforcement technique. Because of my first experience I was much more capable of maintaining a good learning atmosphere and felt much more "in control" of both myself and the students."

"What I learned here was to wait for the children to be quiet and not try to talk over them. Since most children like gym, they soon saw they were wasting their own time and soon would quiet down. I have successfully employed this method at Beaubien. Also at Peterson I had a tendency to talk too much and repeat myself. By learning to avoid this the students became more attentive."

"There is a need for reward, or positive reinforcement from the teacher whenever there is a cause.

All have been in contact with something that has given them some prejudicial feelings.

Both groups like to have time for discussing important events in the news.

They seem to appreciate lessons relating to their home environment and community life."

FUTURE THRUSTS - CURRICULUM PROJECT FOR THE DEVELOPMENT OF MATERIALS WITHIN THE DUALITY CONCEPT TO BE USED IN PREPARATORY COURSES

The inception of the "Duality" project revealed weaknesses in the preparation of student teachers regarding teaching various subject areas to disadvantaged children. Students had little or no prior exposure to understandings and methods necessary to reach such pupils.

It was felt that such information should be made available and included in the preparatory courses in professional education. Because of the isolation of the majority of disadvantaged youngsters from the middle class segment of our population, it may well have been impossible for many faculty members teaching preparatory courses to garner first hand expertise about teaching disadvantaged children. Nor can it be assumed that faculty members teaching those courses possess all the necessary background to readily expand courses to include information regarding disadvantagement.

In an attmept to encourage the interest and participation of faculty in teaching about disadvantagement, we propose to develop basic teaching-learning units geared to meet this need in college courses

Composition of these curriculum materials will be designed, developed and implemented by faculty members of Northeastern Illinois State College supported by the counsel of consultative personnel.

Additional dimensions of the project are:

A. Northeastern Illinois State College Duality staff visitations to A.A.C.T.E. member institutions to exchange ideas and materials useful in the development of the program for students.

B. Cross teaching experiences for cooperating teachers; inner city teachers teaching in suburban areas and suburban teaching in the inner city.

C. Development of a closer alliance between the Department of Human Relations for the Chicago Public Schools and Project Duality to search for ever widening possibilities of improving and expanding the "Duality" project.

D. Extend the concept and initiate the involvement of every other education department at Northeastern Illinois State College, i.e. Kindergarten-Primary, Special Education, Physical Education, etc.

E. The Secondary Education Department will be invovled in the "Duality" program as of January, 1971.

F. The "Duality" concept has been incorporated in a pilot program that will hopefully be initiated in the Glenview, Wilmette school district as of September, 1971.

G. We will attempt to involve cooperating teachers (on a voluntary basis) in a "C" group situation. Hopefully, this can be worked out whereby the teachers can become involved in the program in the evening at Northeastern Illinois State College.

H. Attempts will be made to utilize space (if and where available) at the Center for Inner City Studies by setting up several innovative classrooms and utilizing the students in the neighborhood on a permanent basis. Hopefully, the school could be manned by our practice students and students in methods courses. This could be used as on the job training and methods courses would be at the center. If space is available, a proposal will be written and submitted to the proper authorities for funding.

APPENDIX A

The "Duality" concept has met approval from many different people involved in a number of different situations. The following list is a cross section of people who have openly endorsed the "Duality" concept either in writing or through conversations:

1. President Sachs noted at an appreciation dinner for cooperating teachers, administrators and student teachers, that he felt the "Duality" project was an excellent innovative program in teacher education.

2. Dean Scales of the College of Education invited the team to make a presentation of some of its activities to the College of Education.

3. Many principals and faculty members of the Chicago Public School System, especially the inner city, have expressed the fact that they feel that "Duality" is an excellent concept and felt it should include all education students.

4. Dr. Ray Harper, Chairman of Elementary Education, sent messages of congratulation to the "Duality" team after a presentation to the College of Education of the "Duality" concept and involvement. An excerpt follows:

   ".....Your ideas are of the kind that is desperately needed, as much or more for the suburban students as for those in Uptown and elsewhere in Chicago."

5. Dr. Richard James, Secretary of the American Association of Colleges for Teacher Education, sent messages of congratulation to the team for their participation in a workshop session at the University of Pittsburgh.

6. Dr. Horton Southworth, Chairman, Department of Elementary Education at the University of Pittsburgh, has been most supportive to the team. He and Dr. Richard James have made several trips to Northeastern Illinois State College to appear as guest speakers and to support the team in other endeavors toward "Duality".

7. The Department of Elementary Education has been supportive to the team's effort toward "Duality". In fact, the concept of "Duality" is being incorporated into a pilot program in Elementary Education.

8. Mrs. Valentine Glockner, Chairman, Department of Educational Foundations, sent a congratulatory note to wit:

   "You and your colleagues gave a superior view of student teaching activities."

APPENDIX A

9. The Committee for New Programs at Northeastern Illinois State College gave unanimous approval of "Duality" as an innovative experimental project. The question was raised as to why this program was not a part of the total teacher education program at Northeastern Illinois State College.

APPENDIX B

OPINIONNAIRE

December, 1970
G. Grimes

"DUALITY PROJECT"

In order to evaluate our present "Duality" project in student teaching, I would ask that you respond as objectively as possible to the following questionnaire.

I. Did you accept a cross assignment? YES ☐ NO ☐

II. If you were invited to participate in a similar project in student teaching, what modifications would you suggest?

_____

_____

_____

_____

_____

_____

_____

III. Please state your candid appraisal of the "Awareness" group counseling sessions, both to yourself as an individual and to the counseling group as a whole. What changes, if any, would you suggest for a similar program?

_____

_____

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APPENDIX B

IV. If in a cross assignment situation, please check the more realistic program schedule:

	check one
A. 8 weeks in inner city 8 weeks in suburb or outer city	☐
B. 10 weeks in inner city 6 weeks in suburb or outer city	☐
C. Other: (please indicate your suggested plan)	☐

V. If you were present on the field experience tours, please indicate your reaction and value of such tours? You might list also, suggestions of your own.

VI. What is your feeling regarding the Evaluation of Student Teaching form utilized in the "Duality" project? Please be specific and offer suggestions.

APPENDIX B

VII. How could your cooperating teacher have helped you this trimester?

_____

_____

_____

_____

_____

VIII. What was the first problem that you encountered in your student teaching classroom situations for which you felt inadequately prepared?

A. Handling of Discipline ☐

B. Classroom Organization and/or Management ☐

C. Finding Pupils' Level ☐

D. No Pre-Practice Experience ☐

E. Other: (please indicate) _____ ☐

IX. If you recommend a subsequent experiment of this type to be conducted, what professional preparation would you suggest to be offered to the student before actually placing him in a student teacher situation?

A. Methods Courses ☐

B. Pre-Practice Experience ☐

C. Course in Classroom Organization & Discipline ☐

D. No Change ☐

E. Other: (please indicate) _____ ☐

X. Do you feel that you were adequately prepared to student teach at the time of this experiment? Please elaborate:

_____

_____

_____

_____

_____

APPENDIX B

XI. In the presentation of your lesson(s) what would you consider to be your biggest weakness?

A. Determining appropriate pupil level ☐

B. Subject matter background inadequate ☐

C. Lack of confidence ☐

D. Inadequate methods ☐

E. Other: (please indicate)_____ ☐

XII. How do you think we at the college could have helped to overcome this weakness?

A. Offer methods courses geared toward inner city ☐

B. Offer pre-practice course ☐

C. Offer classroom organization course ☐

D. Other: (please indicate)_____ ☐

XIII. Did you feel equally prepared to teach each of the subjects you were assigned to teach? If not, specify and explain why.

YES ☐ NO ☐ if no, elaborate

_____

_____

_____

_____

XIV. For those accepting a cross-assignment: Please reflect on the advantages or disadvantages of accepting a cross-assignment:

_____

_____

_____

_____

_____

_____

APPENDIX B

For those in one assignment for the trimester: Do you think a cross-assignment would have given you a fresh start?

YES NO please elaborate

_____

_____

_____

_____

_____

_____

Thank you for taking the time to complete this opinionnaire - I am hoping the responses will give us data to improve our program of student teaching at Northeastern Illinois State College.

Sincerely,

George Grimes

George Grimes
Director of Student Teaching

GG:ar

APPENDIX C

NORTHEASTERN ILLINOIS STATE COLLEGE

SURVEY OF OPINIONS ABOUT CULTURALLY DISADVANTAGED CHILDREN

DIRECTIONS

This inventory consists of statements about culturally disadvantaged children. Read each statement and decide how You feel about it. Indicate, your own personal opinion regardless of whether you think others may agree or disagree with you. Then mark your answers on the answer sheets provided.

Do not make any marks on this booklet.

If you strongly agree, ...	mark A
If you agree, ...	" B
If you are undecided or uncertain, ...	" C
If you disagree, ...	" D
If you strongly disagree, ...	" E

Think in terms of the general situation rather than a specific incident. There is no time limit, but work as rapidly as you can. PLEASE RESPOND TO EVERY ITEM.

William Itkin, Ph.D.

APPENDIX C

SURVEY OF OPINIONS ABOUT CULTURALLY DISADVANTAGED CHILDREN

William Itkin, Ph.D.

1. It is difficult to respect culturally different children.
2. Very few teachers take advantage of the positive aspects of minority group cultures even when they recognize them.
3. I can not help sometimes feeling angry at my pupil's lack of desire to learn.
4. Culturally disadvantaged children have as much ability to learn as any other average children.
5. It is not fair, in the long run, to encourage a culturally disadvantaged child of average achievement to go on to college.
6. The IQ scores suggests limits of educability beyond which it is unrealistic to expect the culturally different child to achieve.
7. The teacher can not be expected to teach effectively enough to counteract the unfavorable home environment of culturally deprived children.
8. It would be helpful if we had textbooks that deal with the folklore and music of the Appalachian areas.
9. Very few culturally deprived children have parents who can be called intelligent.
10. I do not consider it necessary to involve social agencies in the instructional problems of the school.
11. When parents of culturally disadvantaged children do come to school, it often results in improvement in the child.
12. It is not advisable for teachers to visit the homes of culturally deprived children.
13. For all practical purposes, culturally deprived children lack a meaningful culture.
14. The background of the disadvantaged child should be understood and studied as a valid culture.
15. The classroom teacher should take the deprived child on many special trips to enrich his perception of the world around him even if these trips have to be made weekends (and at the school's expense).
16. Although such materials would be useful, it is not essential that instructional materials feature different racial and ethnic types.

APPENDIX C

17. It is important to have a new culturally deprived arrival tested promptly so that he may be properly placed in a special classroom.

18. A teacher who is afraid to speak sharply will not be able to control culturally deprived children.

19. A teacher should not hesitate to impose middle class standards on culturally deprived children.

20. The children who are a real joy to have in class are children from families with two parents who work hard for what they have achieved.

21. Children from deprived cultural backgrounds show no appreciation of sanitation, cleanliness, or plumbing facilities.

22. Culturally deprived families contribute to slum conditions by their lack of responsibility, carelessness, and ignorance.

23. Culturally disadvantaged children show just as much creativity as other children when they are made secure enough for their creativity to be brought out.

24. The school should not perform "social agency" services.

25. I can not blame teachers for wanting to transfer to schools in the more economically advantaged communities in order to be with better motivated students.

26. Most dominant cultures have a blindness to positive aspects of minority group cultures.

27. It is difficult to understand the culturally disadvantaged child's persistent lack of interest in learning.

28. Culturally disadvantaged children will show as good native intelligence as other children if they are given the right kind of curriculum.

29. Culturally disadvantaged children of average achievement have only a slight chance of success in college.

30. For culturally disadvantaged children, IQ tests are almost useless.

31. If materials, planning, and teaching are adequate, success with culturally disadvantaged children can be achieved despite their poor home backgrounds.

32. The use of materials about minority group cultures really serve no useful curricular objectives for elementary school students.

33. Parents of culturally disadvantaged children may lack education, but have intelligence that would have developed if it had been given the opportunity.

APPENDIX C

34. Every available social agency should be used by the school to further the education of the disadvantaged.

35. It is little use asking parents of culturally disadvantaged children to come to school because, they rarely come even if they are asked.

36. Teachers should make it part of their duty to visit homes of culturally disadvantaged children.

37. Most culturally deprived children are not really taught any culture at all at home.

38. There are important values teachers can learn from the culture of disadvantaged groups.

39. It is vital to arrange many special free trips and excursions for culturally disadvantaged children.

40. The use of special materials featuring different racial and ethnic types can be overdone, since children must know and accept the larger culture, too.

41. A culturally disadvantaged child should be tested soon after arrival by a psychologist so that if he needs to be in a special class for slow learning children he could be placed more promptly.

42. A teacher does not have to use authoritarian measures with culturally disadvantaged children to maintain control.

43. Teachers have been attempting to impose middle class standards on minority group children for generations, and the results are devastatingly bad.

44. The rewards of teaching do not come from teaching a so-called middle class child.

45. Culturally disadvantaged children do not enjoy being dirty and if given the chance to be clean they would appreciate it.

46. Culturally deprived families often deteriorate the property they move into because of carelessness or ignorance.

47. If children do not have adequate food, clothing or health, the school must provide those things for them.

48. Culturally disadvantaged children need special facilities and materia and curriculum to compensate for their handicaps.

49. It is difficult to find worthwhile aspects of the cultures of some minority groups represented in urban classrooms.

50. Although many children cannot be expected to have a desire to learn, I still find it annoying to encounter a child who seemingly sees no value in learning.

APPENDIX C

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70. There is as much creativity in the cultura
rest of the population.

disadvantaged as in the

APPENDIX D

December 18, 1969

Mrs. Greene, Supervisor
Student Teaching, Room D - 015
3525 W. Peterson Avenue
Chicago, Illinois

Dear Mrs. Greene:

During my preparation of the social studies unit of Africa, I made contact with the Institute of African Studies at Northwestern and was directed to Mr. Christopherson, a graduate student, who gave me the name of Mrs. Sutherland in Ghana which I used for the dual purpose of teaching the culture and education in an African village and to teach the students how to write letters.

Mr. Christopherson also inquired about preparing and doing a program of African music through a performance of dancing and playing of several instruments that are native to Africa. These would be performed and interpreted linguistically by Mr. Ssempeke, a former Uganda resident, who is now associated with the Institute of African Studies at Northwestern as a music demonstrator. This program will be videotaped and ready for a demonstration during mid-January of 1971. As I understand it, they would also be willing to give a "live" performance.

They are eager to have an opportunity to conduct a pilot program through the Chicago schools which is why I leave you with the information. It seems it might be useful during the yearly study of Africa which is done by all the sixth grade children in Chicago and Northeastern might also find it useful in their duality program. Mr. Christopherson's home phone is 491-9461, or he and Mr. Ssempeke may be reached at Northwestern University Institute of African Studies by calling 492-7323.

I would also like to take this opportunity to thank you, Mrs. Lindman and Mr. Grimes for the varied and useful experiences I received while student teaching in the duality program; I hope to utilize those experiences in some real on-the-job situation in the coming months.

I hope the program will continue to grow over the coming years.

Sincerely yours,

Betty L. Hanson

Mrs. Ramon L. Hanson
815 Reba Place, Apt. 405
Evanston, Illinois
60202

APPENDIX E

CHICAGO TRIBUNE, SUNDAY, MAY 17, 1970

Teaching Needs Turned-on People, Says College Dean

"Teaching needs about a million turned-on people to handle our schools," according to the new dean of education at Northeastern State college.

Dean Dale Scales came to Northeastern State, 5500 N. St. Louis av., last August and since then has been attempting to turn Chicago area students on to teaching. The college graduates about 900 teachers a year, and Scales said his major concern will be to make sure these people fit into the systems that hire them.

Evaluates Programs

The Northeastern State dean attended the recent standards workshop at Loyola university and will be serving on an evaluating team of teacher training programs for the National Council for Accreditation of Teacher Education, [N. C. A. T. E.].

"Relevance, whether that's a worn out word or not, is still the major problem in trying to educate future teachers," Scales explained. He pointed out that it is a "mammoth problem" trying to teach traditional subjects such as Shakespeare to students who will have to go out and make it pertinent for children who spend most of their time in the streets.

In an attempt to find answers to this dilemma, the college has embarked on an experiment. A program has been adopted where education students can volunteer to do their practice teaching in a different environment from where they were raised and educated. Under the plan suburban students at Northeastern can volunteer to student teach in inner city schools and education students from Chicago can go to the suburbs.

'Experience Environment'

"We figure a person has already done his practice work in a suburban or inner city school if that is where he's from. What they get from us is a chance to experience a new environment," Scales said.

Fifty-five students have volunteered for the program, and Scales said the experiment is working out well. The college supplies material and counseling for those involved in the "relevance experiment."

Reference to DUALITY PROJECT

APPENDIX F

THE DUALITY MANDATE

H.C. Southworth
Reflections 10-19-70
Northeastern Illinois State

Duality is an effort to help each teacher education participant to become more aware of his responsibility for resolving some of the differences surrounding the pluralism in America. Recognizing the problem is a first stage toward resolution, studying the problem is a second stage, skilling one-self to move on the problem is a third stage, but we fail, if one does not act toward resolution.

Pluralism is a characteristic of American society. It exists in any society that was forged with the amalgamation of many diverse ethnic, cultural or racial groupings. The assimilation is rarely complete, and in the United States we have much evidence that a significant portion of the 205 million inhabitants do not feel or enjoy satisfactory citizenship with all its rights and obligations.

The nation is approaching 1976, The Third Century of our Republic dawns with many racial and ethnic animosities tearing the fabric of our modern society. No other nation in modern times is as willing to face its problems as is the United States. One could observe that the scope of questioning across America might be attributed to the success of the American School System since 1945. Rather then guard the heritage of the past, our teachers have stimulated the younger generation to examine the original postulates undergirding our country.

We are all familiar with the 'melting pot' explanation supporting the rapid growth of American industrial capability in the first decades

APPENDIX F

of our present century. Few of us, except where we represent second or third generation energies of this imigration period are daily conversant with the grating edges of the simmering pot...In some cities the pot never melted, in fact, many cooks do not wish it to melt!

For example, in Pittsburgh we have by last count 71 different ethnic group, 24 have established national headquarters in our hills and river valleys. The community, the Church, the social clubs, even the cultural programming reinforces the distinct, unique, separateness of each interest group. At the University, on government forms, we are encouraged to report our ethnic diversity. In some cases to lessen discrimination of some by establishing new quota systems against others? The rhetoric of the season is divisive not cohesive, there are more forces separating us then pulling us together. The need for a duality thrust cannot be faulted.

Let us agree, however, that the schools alone cannot be expected to bring the nation together, but neither can we abdicate our share of the responsibility as educators. We number 3.2 million with 59 million students. Certainly, education can contribute to the resolution of the pluralistic pressures by providing the best training experiences for those who would guide the next generation of learners.

I hope we can agree that pluralism is an American Society and World problem...duality is a Northeastern Illinois State alternative. Let us reexamine duality for a second year, perhaps we should raise a few questions:

1) Does the time and assignment in student teaching allow enough time in the four year program to scratch below the surface of pluralism in Chicago? and suburb schools?

APPENDIX F

2) Has the duality project had any impact on the college faculty, its program, and its institutional behavior?

3) Has duality increased the awareness and the commitment of our public school colleagues?

4) How have student teachers changed their behaviors with children, parents, teachers, and concepts?

5) What new multi-cultural materials are being utilized in the college and public school classrooms?

6) Are the children and parents involved in the resolution of pluralistic pressures in all neighborhoods?

Some Other Options We Can Consider

a. The AACTE Urban Leadership Project will emphasize the multi-cultural theme among its membership. Twenty-One small colleges are attempting to change institutional posture.

b. Faculty seminars are needed to increase awareness and skill in resolbing pluralistic pressures. You should utilize the resources of the Center for Inner City Studies of Northeastern Illinois.

c. Establish centers with public schools, where together, we can work with kids and youth in meeting the issues.

d. Strengthen our courses, classes, and curriculum so that it is not a one-time exposure.

e. Recruit faculty and students to help us face the multi-cultural
a aspects of our American society.

f. Relate meaningfully and continuously with community, neighborhood parents about improving our schools. We have initiated site committee's in many of our settings.

g. Intensify our collective efforts to work concurrently in the city and suburbs as duality has done. . . suburban education must also address itself to the total society soon.

h. Recognize that the society resists change naturally, therefore, we must take the initiative as educators.

APPENDIX G

UNIVERSITY OF PITTSBURGH
PITTSBURGH, PENNSYLVANIA 15214

June 30, 1970

Dr. George Grimes
Director of Student Teaching
Northeastern Illinois State College
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625

Dear George:

Thanks again for your contribution to the success of the Summer Conference of the Urban Educational Leadership Development Project.

The presentation by your team was excellent. Northeastern can take credit for more than your team's excellent presentation, for it was the conversations with you and Dean Scales after our visit last month that lead us to decide to focus the conference on reports from participating colleges rather than speeches from outside experts. The feedback we have received regarding the conference confirmed that this technique was a success.

I'll be sending tapes of the conference under separate cover soon.

Sincerely,

David O'Gorman

DO:dt

CC: Dr. Richard James

APPENDIX H

THE "C" GROUP AND TEACHER EDUCATION*

Experience with in-service programs for teachers in the schools convinced the author that teachers are not helped significantly through the lecture or discussion approach. There must be personal involvement and an opportunity to test out new ideas, see how they fit with one's personality, and exchange with colleagues the results of new approaches. It was also apparent that the school had unique resources which were not being utilized. There was no organized procedure which encouraged the experienced teacher to help the beginning teacher. Certainly there were few channels for the new teacher to share her ideas with her more experienced colleagues.

Each teacher was an island, rising or falling on the basis of her present capacities. Opportunities for professional growth in education were limited when compared with the sharing procedures developed in other professions. This situation stimulated the development of teacher groups in a school district. The groups were voluntary and were designed to help the teachers:

1. Develop an understanding of the practical applications of the dynamics of human behavior
2. Acquire an understanding and awareness of self and the teachers role in teacher-child conflict
3. Become acquainted with new ideas, procedures, and to profit from the feedback and values of group thinking (Dinkmeyer & Arciniega, nd)

The group approach to in-service was both effective and attractive to teachers and administrators. The criterion for success was teacher involvement and requests from other teachers to establish additional groups.

The "C" group recognizes a very basic learning principle. If one is to assist another to learn and change, there must be access to the affective and cognitive domains. Feelings, values, and attitudes must be openly revealed and considered when discussing facts and theory. The dichotomy between one's emotions and intellect, which is often present in learning, could not be permitted. There had to be a combination of the didactic and experiential approach, which enabled the teacher to understand what kept her from functioning more effectively.

The new approach was labeled "C" group because many of the factors which make it effective begin with a "C": collaborating, consulting, clarifying, confronting, being concerned, caring, and being committed. It is not to be confused with a "T" group in that it goes beyond consideration of the process and self to examination of the transaction between teacher and child and the application of specific procedures. It also confronts the teacher with how her attitudes and feelings may keep her from changing. A process which combines the didactic and experiential approach is thereby achieved.

The specific factors which are components of the "C" group include:

- The group collaborates, works together on mutual concerns.
- The group consults. The interaction within the group helps the members develop new approaches to relationships with children.
- The group clarifies for each member what it is he really believes and how congruent or incongruent his behavior is with what he believes.
- The group confronts. The group expects each individual to see himself, his purposes, attitudes, and be willing to confront other members of the group.

. The group is concerned and cares. It shows that it is involved with both children and group members.

. The group develops a commitment to change. Participants in the group are concerned with recognizing that they can really only change themselves. They are expected to develop a specific commitment which involves an action they will take before the next "C" group to change their approach to a problem.

(Dinkmeyer & Muro, in press)

The "C" group usually restricts itself to 5-8 members to secure maximum participation and involvement. Larger groups do not permit adequate opportunities for interaction. The groups are most effective when they can be scheduled for a minimum of 1-1/2 hour periods. There must be time to warm up, report results of past commitments, get into new concerns, and permit time to develop new commitments and evaluate what is happening to them as persons and professionals. The setting must permit circular seating and should provide a relaxed, pleasant atmosphere which facilititates trust and openness.

The leader usually begins the first group by clarifying purposes. The participants have been selected from those who understand the objectives of a "C" group and who have a concern, are willing to share it, are committed to personal change, and altruistically desire to help their colleagues. Readiness must be established in the group; it cannot be assumed! It is often helpful to use a group exercise such as Henry Otto's DUE experience (Otto, 1967). This experience encourages members to become acquainted. They talk about the experiences which have been formative in the development of their personalities, and share what they consider to be the happiest moment of their lives. This experience always stimulates feelings of

mutuality, belonging, and caring. Alienation disappears when the members appear as real persons!

The second meeting may begin by going around the group to get a brief description of the kind of situation or child that concerns them most. The leader helps the group start with a problem that is common and can be universalized. The specific behavior of a child is discussed, and the teacher's interaction and feelings are revealed. The group helps the person become more aware of himself by processing feedback regarding his behavior, attitudes, and feelings. New approaches involving behavior modification, logical consequences, and teacher attitudes are discussed. The ideas are always related to a specific child and discussed in terms of the teacher's capacity to modify her own behavior and attitudes. Eventually the teacher is encouraged to make a commitment about a specific change she will institute before the next meeting. The leader tries to involve as many members as possible in presenting their concerns. Focus us on helping all involved in the group to grow as persons and professionally.

The leader of the "C" group must be trained in group dynamics, group counseling, psychodynamics of behavior problems, and have had supervised experience in leading teacher groups. This is a distinct role in group leadership, and requires skills in structuring the group, utilizing group mechanisms to facilitate group development (Corsini, 1957), being sensitive to feelings and attitudes, the capacity to enable the group to become cohesive, and certainly the ability to help develop specific solutions to behavior or learning problems. The leader does not have to be an

expert in child psychology, but he must have expertise in enabling colleagues to help each other.

This general "C" group model has been piloted in the student teaching department at Northeastern Illinois State College, Chicago, Illinois. Preliminary feedback suggests that it can be a useful tool in facilitating teacher development. Certainly if we are realistic we must recognize the inefficacy of a purely cognitive approach to developing persons who must function in a helping relationship. If the child is to become open, honest, involved, altruistic, and committed to the democratic values, he must have available teachers who as persons are models for this approach to living, and who also provide him with opportunities to be involved, free from anxiety, perceptive, imaginative, creative, and spontaneous. These personal qualities, acquired in the group, are personally experienced and valued, and hence internalized in the person and the teaching process. It is only the fully functioning person who can meet the current challenges which exist in education.

*Donald Dinkmeyer,"The "C" Group: Focus on Self As Instrument", p. 6, January, 1971, excerpted. Educational Resources Information Center (ERIC) on Teacher Education; in press.

APPENDIX B

Office of the Director of Student Teaching

September, 1971

Dear Former "Duality" Student:

I would ask that you take some time from your busy schedule and respond to a follow-up questionnaire regarding your student teaching experience while at Northeastern.

I am most appreciative of your time and effort in completing this survey.

Sincerely,

George Grimes

George P. Grimes
Director of Student Teaching

GG:cwd

encl.

Duality Questionnaire

1. Term in which you student taught:

   September, 1970 ☐ January, 1971 ☐

2. Where did you student teach:
   First Assignment:

   _____
   [School] [District]

   Second Assignment:

   _____
   [School] [District]

3. Are you teaching at present: _____

4. Where are you teaching:

   _____
   [School] [District]

5. Please comment, as objectively as you care to, on the following experiences:

   1. The cross-assignment in Duality: _____

      _____

      _____

      _____

      _____

      _____

   2. The "C" group aspect of Duality: _____

      _____

      _____

      _____

      _____

      _____

      _____

3. The seminar content in Duality:_____

_____

_____

_____

_____

_____

4. The tours (Black History Museum, etc.) in the Duality Program:

_____

_____

_____

_____

_____

5. The cooperating teacher / student teacher workshops:

_____

_____

_____

_____

_____

NOTE: Please return questionnaire in accompanying envelope.